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# Educational Weekly

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## The Educational Weekly.

Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, FEBRUARY 17, 1887.

THE Toronto branch of Queen's University Endowment Association has passed resolutions advocating the expediency of the friends of the University raising \$250,000 and urging the co-operation of the Ontario Government in establishing a school of Practical Science for Eastern Ontario in Kingston.

THE solicitors for the Toronto Baptist College and for Woodstock College, intend applying to the Ontario Legislature at its next session for "an Act to unite the Toronto Baptist College and Woodstock College under the name of McMaster University; and for vesting the property and control of the said colleges, so united, in a Board of Governors and Senate, such Board of Governors to be composed of the president of the University and sixteen members, twelve to be elected by the regular Baptist Missionary Society of Ontario and four by the regular Baptist Missionary Convention East."

IN 1884, a select committee of the Dominion Parliament was appointed to inquire into the best means of developing the agricultural interests of Canada. It reported in favour of the establishment of experimental farm-schools in the various provinces, and in the session of 1885 a grant for this purpose was made by the Legislature. Professor William Saunders was also commissioned to investigate and report upon the institutions established in other countries. The result of his labours is a volume full of important details with respect to experimental and agricultural institutions in the United States and in Europe. The report calls special attention to the rapid progress which is being made

in France in experimental agriculture. Russia has made enormous progress in forestry, and has now no less than 12,502 named forests, covering thirty-nine million acres. In the province of Tula alone, where but little wood formerly was found, the government now has seven plantations, ranging in size from 18,000 to 21,000 acres each. Japan is moving in this matter. Recently the Japan government has engaged the services of an eminent American agriculturist for a term of years at a liberal salary, for the purpose of establishing in the Empire agricultural stations on the American plan.—*Education.*

TEACHERS are beginning to discover, says the *Schoolmaster*, that it is a great mistake to isolate themselves from other classes of the community, and are taking their fair share in matters affecting the general weal of the commonwealth. Thus we find them on town councils, vestries, and other public bodies, and as privates or officers in rifle and artillery volunteer corps. One of the best known of our number, a former president of the Union, has recently retired from active service with the rank of major, and on Saturday, December 4th, his comrades marked their sense of the value of his services by presenting him with a handsome tea-service and oaken tray. We cannot too strongly urge on the younger members of our profession the importance of their identifying themselves with the world outside their schools. It is one of the stock arguments against the promotion of teachers to the inspectorate, as also against giving them the same standing as other professional men, that they are so narrow in their views and so little men of the world. Constant intercourse with immature minds has a tendency to make a man take contracted views of life; all the more is it expedient that those who as teachers are constantly dealing with children should take every opportunity of counteracting this tendency, by mixing in any and every legitimate way with men of other callings, and joining in the public movements of their time.

THE oration of Mr. James Russell Lowell [reprinted in our own columns] at the Harvard Celebration, says the *Educational Times* (London, Eng.), was worthy of the occasion that called it forth, and will rank among the masterpieces of American oratory. Its calm and lofty eloquence, its graceful and pungent diction, are the fruits of a classical and literary education, and a culture loftier and deeper than that which strictly utilitarian theories would provide. Mr. Lowell described a University as "a place where nothing useful is taught," and, as might be expected, uttered some weighty arguments in favour of Classical studies. He said, speaking of the Greeks, "If their language is dead, yet the literature it enshrines is crammed with life, as perhaps no other writing, except Shakespeare's, ever was or will be. It is as contemporary with to-day as with the ears it first enraptured, for it appeals, not to the man of then or now, but to the entire round of human nature itself. Men are ephemeral or evanescent; but whatever page the authentic soul of man has touched with her immortalizing finger, no matter how long ago, is still young and fair as it was to the world's gray fathers. Oblivion looks in the face of the Grecian muse only to forget her purpose." His description of what should be implied by the possession of a University degree, though perhaps somewhat overstated, contains a grand and lofty ideal. "Let it (Harvard) continue to give such a training as will fit the rich to be trusted with riches, and the poor to withstand the temptations of poverty. Give to history, give to political economy, the ample verge the times demand, but with no detriment to those liberal arts which have formed open-minded men and good citizens in the past, nor have lost the skill to form them. Let it be our hope to make a gentleman of every youth who is put under our charge—not a conventional gentleman, but a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul."

## Contemporary Thought.

A BILL to pension Walt Whitman at the rate of \$25 per month has been favourably reported to Congress by the House Committee on Invalid Pensions. The report sets forth that the poet dedicated himself during the war to the unceasing care, as a volunteer nurse, of sick and wounded soldiers, his almost devotional ministrations being well known to the citizens of Washington and of the nation. It includes many extracts from newspaper articles and interviews with well-known persons attesting Mr. Whitman's faithful service during the war and his present dependent condition.

THE chief mischief which the George class of political economists is doing is in breaking down the honest pride and self-respect of the people, in leading them to grow into a belief that there is a way to obtain a living without working for it, and leading them insensibly into the conclusion that there is nothing so very dishonourable in eating bread that other men earn. This is sapping directly the manhood of the nation; this is implanting in hearts of people a disregard for the rights of others which, if continued for a little while, would make of them Bashi-Bazouks or Bedouins. Just so soon as the disposition to try leaves a man it is a sign that the dry rot has struck him, and that henceforth he is going to be a burden to his friends.—*Salt Lake City Tribune.*

LORD DUFFERIN has now been two years in India. As his health is suffering under the pressure of hard work and an unfavourable climate, there is some talk of his speedy return to England, where, perhaps, in the field of politics he may be of even more use to the Empire than he is in the distant dependency. Meanwhile the press is discussing the value of his services as an Indian administrator. It seems to be the general opinion that Lord Dufferin has been as skillful as a despot as he was as a constitutional ruler in Canada and as a diplomat at St. Petersburg or Constantinople; and it is declared that when he bids farewell to India he will leave behind him evidences of his genius in the shape of administration reforms and material improvements, by which among those who favour British rule he will ever be gratefully remembered. On his arrival in India Lord Dufferin at once set himself to work to deal with domestic questions.—*The Times (London, Eng.).*

LORD IDDESLEIGH disliked his elevation, and it is a fact that he entered the House of Lords with tears in his eyes, but I believe that more than once last session he expressed his belief that he was physically the better for the change. He hesitated whether his title should be Kennerly or Iddesleigh, but ultimately chose the latter. It was not till nearly six months had elapsed that he took the trouble to have the armorial bearings on his carriage changed. Lord Iddesleigh was a man of deep religious convictions and of true piety. He invariably conducted family prayers at Pynes. Lord Iddesleigh was proud of the name of Northcote, and he dearly loved Pynes, which is a grand old manor house of red brick, beautifully placed on a well-wooded hill which slopes to the river Exe. It contains some very fine pictures, of

which the best is a Van Dyck, in the dining-room, and at the end of that apartment is a portrait of Lord Iddesleigh which was presented to him about ten years ago by the County of Devon. There is a splendid library at Pynes. Lord Iddesleigh read the lessons at Upton Pyne Church, of which his third son, the Hon. and Rev. John Northcote, is rector, on the Sunday before his death. The church was built in 1328, and restored about ten years ago by Sir Stafford Northcote, who was lord of the manor and patron of the living.—*London World.*

THE deterioration of the tone of the press is not confined, of course, to any one department of a journal which is once affected by it. Corruption in this case, comes from the head, and the offences of the news columns are but the natural results of the weakness and inconsistencies of the editorial page. In the place of the honest principle, strong conviction and sturdy purpose which once inspired the writings of leading journalists, we now find personal spites and jealousies, the meanest sort of political rancour, insincere and cowardly treatment of great questions in which diverse interests are concerned, and a disgraceful willingness to sacrifice principle to profit. It is no longer possible to hope that this journalistic degradation is temporary or accidental. Every indication including the cowardly and dangerous treatment of the labour question, points to a deliberate determination to secure large circulation at all costs, even by pandering to the depravity of the lower and more numerous classes. Instead of attempting to set a higher standard of public taste, the newspapers have resolved to make what profits they can by lowering themselves to the level of the lowest taste that exists. The policy is as foolish as it is disgraceful. Circulation is not the measure of a newspaper's prosperity, as they will discover when they have alienated the support of intelligent and refined readers. The cultivated classes are now looking for newspapers which can be taken into their homes.—*The Critic.*

THERE are two men in Count Tolstoi. He is a mystic and a realist at once. He is addicted to the practice of a pietism that, for all its undoubted sincerity, is none the less vague and sentimental; and on the other hand, he is the most acute and dispassionate of observers, the most profound and earnest student of character and emotion. Both these Tolstois are represented in his novels. He has thought out the scheme of things for himself; his interpretation, while deeply religious, is so largely and liberally human; he is one of the just and the unjust alike, and he is no more angry with the wicked than he is unduly partial to the good. He asks but one thing of his men and women—that they shall be natural; yet it is not to be denied that he handles his humbugs and imposters with a kindness as cold and a magnanimity as equable as he displays in his treatment of their opposites. What, indeed, is apparent, is that his interest in humanity is inexhaustible, and his understanding of it almost Shakespearean in its union of breadth with delicacy. Himself an aristocrat and an official, he is able to sympathize with the Russian peasant as completely, and to express his sentiments as perfectly—as far, at all events, as the art of fiction is concerned—as he is to present the characters and give utterance to the ambitions

and the idiosyncrasies of the class to which he belongs, and may be assumed to have studied best. It is to be noted, however, that he elects to seek his material at one or other pole of society. He is equally at home with officers and privates, with diplomats and carpenters, with princes and ploughmen; but with the intermediary strata he is out of rapport, and he is careful to leave the task of presenting them to others. It is arguable (at least) that only in the highest and lowest expressions of society is nature to be found in an unsophisticated state; and that Count Tolstoi, interested less in manners than in men, and studious above all of the elemental qualities of character, has done right to avoid the bourgeoisie, and attach himself to the consideration and the representation of two classes, the highest and the lowest.—*Saturday Review.*

ON the cover of *Imperial Federation* is set forth the list of all the Colonies; and we wonder that any reader of that list should fail at once to be struck with the absurdity of proposing a federation of Great Britain with Cyprus, Labuan, Natal, Heligoland, St. Helena, and Fiji. The confederation must, of course, have a written constitution, strictly defining all rights, powers, and liabilities, otherwise there would be as many quarrels as there were calls upon any of its members for contributions or the performance of duties. To this constitution Great Britain and Heligoland must be alike subject. To interpret it, and hear appeals against its infringement, there must be a tribunal like the Supreme Court of the United States, to the authority of which all the members of the confederacy, Great Britain as well as Heligoland, must submit. Let the Imperial Federationists try their hands at drafting such a constitution, and at devising such a tribunal. They will then, at all events, be brought face to face with the practical problems which they have undertaken to solve. Let them also consider how the constitution is in the first instance to be made. The free consent of all parties will, of course, be requisite; and this, apparently, can be obtained only by means of a congress, in which each is fairly represented. In such a congress, if Heligoland or St. Helena has one representative, Canada ought to have a thousand, and Great Britain ought to have five or six thousand. That this project when brought down from the clouds and put to the test of practical discussion, will collapse, we regard as certain, and our only fear is that its catastrophe may be followed by a revulsion of feeling which would impair that moral bond between the Mother Country and the Colonies, which is incomparable more valuable than the political relation, and which, if not jeopardized by chimerical attempts to enforce political unity, may endure in increasing strength for ever. Imperial Federationists should remember that as soon as they set to work they will call all the centrifugal as well as the centripetal forces—all the jealousies and divergent interests, as well as the desire of closer connection—into play, and that the result may possibly be not only a miscarriage, but a quarrel. For India, the population of which quadruples that of the rest of the Empire, and to which, indeed, alone the name Empire can be properly applied, no provision is made by the framers of these schemes. Is it to be governed as a mere dependency by a federation comprising Cyprus, Labuan, and Fiji?—*The Week.*

## Notes and Comments.

ATTENTION is directed to an admirable article taken from the *American Teacher* (to be found on page 902 of this issue) giving a general outline of the first year's work. Too many really good suggestions on this, perhaps the most important year in the school-life-time of a child, teachers who recognize its importance cannot receive. The writer's remarks deserve a careful and thoughtful perusal.

THE principal of the Teeswater Public School, in his January report says:—Parents are requested to see that pupils attend to their home lessons; to examine the monthly reports carefully; to report any improper conduct of the children when on their way to or from school to the teachers; to visit the school occasionally; to send the children regularly and punctually, and to co-operate with the teachers for the intellectual as well the moral advancement of the children.

THE success achieved by the ladies at the recent B. A. Honours examinations in the University of London is worth noting. From the results just published, a special aptitude for language rather than for science must be inferred. In French four ladies have the first class to themselves, while male candidates are in the second and third classes. Five have obtained classical honours, one in the first class, three in the second, and one in the first place of the third. Three ladies have obtained honours in German, and one in the third class in mathematics.

THE photographing of persons in winter costume and of winter scenes has a tendency to give this country a bad name abroad. Just fancy the Dominion being represented in the Lord Mayor's pageant by a huge car containing an imitation iceberg, and imagine the impressions of our land which the casual observer would gather from this supposedly symbolical trophy. It must puzzle those who saw the Lord Mayor's procession to understand how a country whose chief product was ice, could make such a splendid agricultural exhibition at the Colinderies.—*Halifax Critic*.

PREPARATIONS are at last completed for the International Catholic Scientific Congress at Paris in April. The committee have been labouring over the programme since 1885, being assisted by Catholic scholars throughout the world. The committee on organization includes the abbés De Broglie and Vigoroux, the geologist Arcehin and De l'Apparent the Egyptologist Derouge and the Orientalist Deharlez. The object of the congress is to survey the results of modern scientific research, and to attempt to show that there is no discord between the truths of science and the doctrines of revelation as

held by the church. The lectures to be delivered before the congress include the subjects of natural theology, metaphysics, cosmology, psychology, political economy, social science, physiology, etc. No vote will be taken pledging the congress to any particular theory, and the effect of the meeting will be a moral one as distinguished from an authoritative one. The proceedings are awaited with intense interest both within and beyond the limits of Catholicism. Several non-Catholic French scientific men propose to offer papers for consideration.

THE Industrial Education Association (New York) of which Gen. Webb of the College of the City of New York is President and Miss Grace Dodge Vice-President, has taken possession of the old Union Theological Seminary Building, No. 9 University Place, remodelled the class rooms, and given an exhibition in its new quarters to the teachers in the public and private schools of the city, of what it has accomplished during the first two years of its existence. The chapel of the Seminary has been converted into a lecture-room capable of seating about 300 persons. A course of free lectures to teachers on industrial education and kindred subjects is to be given on Saturday mornings in the lecture-room; and the Association has also offered to the Board of Education to instruct without charge, during school hours a number of the pupils of the public schools who may be selected. The idea is to promote the spread of these methods in the public school system. The course of lectures was opened in January by President Gilman, of Johns Hopkins University.

DR. MCCOSH would "be sorry to debar the child from 'Robinson Crusoe' or the 'Pilgrim's Progress';" he would, "not prevent anyone from becoming acquainted with the character of Effie Deans or of Uncle Tom;" but he is opposed to a riotous indulgence in novel-reading. His attitude toward this form of pleasure-getting is not that of a prohibitionist, but of a high-license man. He would let the victim of a passion for novels gratify his appetite now and then, but he would exact of him such a course of heavier reading as would effectually dampen his ardour in the perusal of fiction. "For every novel devoured," he advises in his recent work "Psychology: The Cogitative powers," "let there be eaten and digested several books of history or of biography, several books of voyages and travels, several books of good theology, with at least a book or two of science or of philosophy." "Several books of good theology" as a necessary antidote to "Henry Esmond," or "Adam Rede," or "David Copperfield," or "The Vicar of Wakefield," or "The Scarlet Letter," or "Ivanhoe," or "Lorna Doone," or "A Chance Acquain-

tance," or "The Portrait of a Lady," is good. But who is to decide upon the quality of the theology? In theology, as in gastronomy, what is one man's meat is another man's poison.—"*Lounger*," in the *Critic*.

"CHICAGO will be the place, and next July the time, of the next annual meeting of the National Educational Association. Already the president, Mr. William E. Sheldon, of Boston, has arranged the programme. All those whose names are mentioned below have agreed to come. On the first evening will be given the introductory addresses by Richard Edwards, superintendent of public instruction of Illinois. After this, on the next and following days, will come a programme of six leading divisions. The first is "The Psychological and Pedagogical Value of Modern Methods of Elementary Culture," and President John Bascom, of the University of Wisconsin, will read a paper. Following this come four sub-heads, covering the four leading methods of elementary training. The order is:—"The Seceratic Element," by Prof. Thomas Davidson, of New Jersey; "The Objective Element," by John W. Dickinson, secretary of the Massachusetts board of education; "The Scientific Element," by F. Louis Soldan, principal of the normal school at St. Louis; "The Natural or Developing Element," by W. N. Halimann, a prominent worker in the kindergarten field. W. T. Harris, of Concord, Mass., will have the summing up of this theoretical part of the work. Then the same general head will be continued to "The Art and Method of Questioning Adapted to Ordinary School Work," followed by "For Test and Examination Exercises and for admission to University, College, and Higher School." Division 2 is on "The Educational Influences and Results of the Ordinance of 1787." The third division is on the "Relation of the University, College and Higher Theological Schools to the Public System of Instruction." Next will be taken up "The means and the end of culture to be provided for the American people beyond the ordinary school period: (a), by evening schools; (b), by home study; (c), by evening schools; (d), by lyceums and other organizations." Division 4 takes up "The Place Manual Training Schools Occupy in a System of Public Schools: (a) In urban communities (b) In country districts. (c) Kinds of schools to be introduced and practical methods of instruction." Some of the best known speakers in the country will take up this theme. The sixth and last division is headed:—"What Can be Done by Educators to Enlighten and Arouse the People and Excite Public Sentiment In Favour of Education? (a) How to spread information regarding the true purposes and methods of school education. (b) How to help the people to discriminate clearly between good and bad teaching. (c) How to awaken an interest and to create a demand for professionally trained and good teachers, and for such only."

## Literature and Science.

### AMERICAN POETS.

LIKE all modern versifiers, American poets of the cultured school are characterized by scholarly refinement of thought, command of dainty fancies, and mastery of the technicalities of their art. As the special birthright of their nation, they possess fluency of language, genius for effective illustrations, and power of condensing thought into portable epigrammatic shape. Their native nimbleness of mind enables them to approach their subject from many different points of view, each of which suggests a profusion of novel associations. It is this power that imparts to their verse the charm of freshness. Their poetry has the transparent brilliancy, the sparkle, and the sharp outline of cut glass. But it is vitreous, not opaline. There is little depth of light and shade, no flesh-tints, no broad, massive effects of colour. This class of American poetry, as the abundance of the crop seems to indicate, is the fruit of extreme culture. The soil in which it grows is never rank, of course, but neither is it deep or rich. There is not the gusto and relish of life among cultivated Americans which seem to belong to master-minds. The climate has sharpened the mental perceptions, but dried up the marrow and the juice. The intellect preponderates over all that is emotional and spontaneous; the critical and discerning elements overpower the passionate and fervid. Refinement seems to rob the literary character of its bone and sinew, and culture to bleach its flowers of their colour. And, after all, the grace of strength transcends all other grace. Touches of anything gross and strong are rare: the dauntlessness of Nature seems exhausted; there is little that is grand-hearted, tumultuous, and self-forgetful.

On the other hand, and in these days it is a most legitimate source of pride, nothing is more remarkable than the consistent purity of the moral tone, and the unflinching delicacy of feeling. There are few, if any, lines in the whole range of this class of American poetry that a dying poet need wish to blot. From first to last, there are no insidious suggestions.

The democratic school of poets, with all their glaring faults, recognize that dainty perfection of expression is no substitute for stimulating thought; and that subtle analyses of their lighter emotions or deft-fingered sketches of society may display ingenuity or fancy, but afford no occasion for the exercise of creative force or imaginative power. Whitman has failed to revolutionize poetry. Rhyme and metre will endure so long as the songs of men or birds; Art will outlive the longest life. But the future is, we believe,

in other respects with him and his school. He illustrates, as often by failure as by success, what are the true needs of modern poetry. Power, and force, and freedom, confer an immortality which no culture can secure. Behind the poetry there must be a living personality, a nature, coarse-fibred perhaps, but strong, deep, and vehement. Modern poetry, again, must be full of human interest. The cultivated poets of America have carried description to the highest pitch of perfection, perhaps because it affords the readiest escape from the crudities of their material civilization. But pictures of Nature, however exquisite, are comparatively valueless, unless they form the backgrounds for human action. The living figures are too often absent. It is in this field of human life and character that American novelists have reaped abundant harvest. There is yet room for her poets. The dramatic element is strong in Bret Harte, and, though Whitman draws types rather than individuals, his poetry is thronged with the concrete realities of life. Lastly, the future position of poetry must largely depend on her attitude to modern science. Legends, and myths, and romance, seem destined to disappear: but in their place are revealed unsuspected expanses of knowledge, and unbounded vistas opened to the imagination. Here again Whitman has proved a worthy pioneer. In many striking passages he has anticipated and assimilated the latest results of scientific enquiry.

To conjecture the future of poetry, whether in the Old or the New World, would be a fond and foolish task. Mr. Steadman considers that many causes combine at the present moment to check its growth in America. Among the principal causes of impaired vitality, and of the blight which destroys the promised fruit, this acute and fair-minded critic includes the Law of Copyright. The following paragraph, with which we conclude our survey of American poetry, is taken from his remarks upon this important subject:—

"All classes of literary workmen still endure the disadvantage of a market drugged with stolen goods. Shameless as is our legal plundering of foreign authors, our blood is most stirred by the consequent injury to home literature,—by the wrongs, the poverty, the discouragement to which the foes of International Copyright subject our own writers."—*Quarterly Review*.

### THE RIGHT BOOKS TO READ.

THE poet Southey defines the right books to read in a style that recommends itself. He says:—"Young readers, you whose hearts are open, whose understandings are not yet hardened, and whose feelings are neither exhausted nor encrusted with the

world, take from me a better rule than any professors of criticism will teach you. Would you know whether the tendency of a book is good or evil, examine in what state of mind you lay it down. Has it induced you to suspect that what you have been accustomed to think unlawful may after all be innocent, and that that may be harmless which you have hitherto been taught to think dangerous? Has it tended to make you dissatisfied and impatient under the control of others, and disposed you to relax in that self-government without which both the laws of God and man tell us there can be no virtue, and consequently no happiness? Has it attempted to abate your admiration and reverence for what is great and good, and to diminish in you a love of your country and of your fellow-creatures? Has it addressed itself to your pride, your vanity, your selfishness, or any of your evil propensities? Has it defiled the imagination with what is loathsome, and shocked the heart with what is monstrous? Has it distracted the sense of right and wrong which the Creator has implanted in the human soul? If so—if you have felt that such were the effects it was intended to produce—throw the book into the fire, whatever name it may bear upon the title-page. Throw it into the fire, young man, though it should have been the gift of a friend; young lady, away with the whole set, though it should be the prominent furniture in the rosewood bookcase."

AN attempt to infuse new vigour into the degenerating potato by crossing the cultivated varieties with the wild plant, has been for two or three seasons in progress at Reading, England, and has proved very successful thus far. The hybrid plants produce a good yield of tubers of excellent form and quality.

THE possibility of changing one metal into another seems to be still an open question, and chemistry may yet accomplish the oft-ridiculed purpose of the old alchemists. A spectroscopic study of the sun has given Prof. J. N. Lockyer, the English astronomer, reason for believing that the substances now regarded as elementary are really compound; while Prof. Wm. Crookes, probably as able a physicist as any living, finds that the observed phenomena of chemistry and physics point very strongly to the conclusion that all the so-called elements are but variations of a single form of matter which he terms "protyle." Prof. Crookes agrees with Faraday that, "to decompose the metals, then to reform them, to change them from one to another, and to realize the once absurd notion of transmutation, are the problems now given to the chemist for solution."

## Educational Opinion.

### HAND-TRAINING VERSUS LANGUAGE-LEARNING.

THE Commissioners on Technical Instruction, in their interesting report on technical education, have given endless cases showing the great importance of technical instruction, and I can not help thinking that much more technical education might be introduced even into elementary schools. Something of the kind, indeed, is done in the case of girls by the instruction in needlework and cookery, which latter, I am happy to see, is showing satisfactory results. Why should not something of the same kind be done in the case of boys? There are some, indeed, who seem to think that our educational system is as good as possible, and that the only remaining points of importance are the number of schools and scholars, the questions of fees, the relation of voluntary and board schools, etc. "No doubt," says Mr. Symonds, in his "Sketches in Italy and Greece," "there are many who think that when we not only advocate education but discuss the best system, we are simply beating the air; that our population is as happy and cultivated as can be, and that no substantial advance is really possible. Mr. Galton, however, has expressed the opinion, and most of those who have written on the social condition of Athens seem to agree with him, that the population of Athens, taken as a whole, was as superior to us as we are to Australian savages."

That there is some truth in this probably no student of Greek history will deny. Why, then, should this be so? I cannot but think that our system of education is partly responsible.

Technical teaching need not in any way interfere with instruction in other subjects. Though so much has been said about the importance of science and the value of technical instruction, or of hand-training, as I should prefer to call it, it is unfortunately true that in our system of education, from the highest school downward, both of them are sadly neglected, and the study of language reigns supreme.

This is no new complaint. Ascham, in *The Schoolmaster* long ago lamented it; and Milton, in his letter to Mr. Samuel Hartlib, complained "That our children are forced to stick unreasonably in these grammatick flats and shallows;" and observes that, "though a linguist should pride himself to have all the tongues Babel cleft the world into, yet, if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only;" and Locke said that "schools fit us for the university rather than for the

world." Commission after commission, committee after committee, have reiterated the same complaint.—From "Annual Instruction," by Sir John Lubbock.

### THE HEALTH OF SCHOOL GIRLS.

THAT very valuable body, the Association of Collegiate Alumnae, has just undertaken a systematic investigation into one of the most important questions that can possibly interest the community—the physical condition of school girls between twelve and eighteen. These ages are selected, no doubt, because after eighteen these students may be regarded as women, while under twelve the problem of their physical condition is indistinguishable from that of boys. But the welfare of the race, the motherhood of the coming generation, depends on the judicious management of school girls between the ages here specified. The investigation of the Alumnae Association is in charge of the daughter of an eminent Boston physician, and is preceded by a circular, calling attention to the following specific evils existing among school girls:—(1) Social dissipation and excitement; (2) the misuse of vacations; (3) habitual loss of sufficient and healthy sleep; (4) irregularity and haste in taking food, the omission of breakfast, and the use of a stimulating, or innutritious diet; (5) tight, heavy, or insufficient clothing; (6) lack of proper exercise; (7) unsanitary condition of the home or school-room; (8) the omission of instruction in sanitation and hygiene; (9) the ambition of parents and daughters to accomplish much in little time. This is supplemented by a circular to be filled out by teachers or parents covering 24 questions, with columns ruled for five successive years of school life. The record thus kept will be of the greatest value for the parents or teachers themselves, and will furnish to the society that broad basis of definite facts without which no really scientific inferences can be drawn. Copies of these documents may be obtained of the secretary of the Association, Miss Marion Talbot, 66 Marlborough St., Boston, Mass.

Even this preliminary circular mentions facts enough to arrest attention. "It is the testimony of many educators that the school is a hospital for two or three weeks after the holidays"—thus showing that vacation, which should be a source of health, is often utterly misused. In a New York academy, a class of sixty girls, between twelve and eighteen, were asked by a visitor what time they went to bed the night before. The average was found to be twenty minutes before midnight, and yet neither teachers nor pupils seemed astonished. Again, out of ninety girls questioned one morning in a public school, twelve had eaten no breakfast. Of these, only six had brought luncheon; and these had cake and pie. One mother explained that her daughter enjoyed her

morning nap, and thought that a good strong cup of tea braced her up sufficiently for school. Such facts show the real source of much nervousness and ill-health that are conveniently attributed to the lessons learned. They also prove the need of scientific investigation, and the possible influence of sensible women in the supervision of our schools.—*T. W. Higginson, in Harper's Bazar.*

### THE OUTLOOK FOR THE BOY.

THE OPTIMISTIC VIEW OF HIS OPPORTUNITIES TO-DAY.

(From the *Shoe and Leather Reporter*, Dec. 23.)

THIS is a good age to be born in; the infant of to-day whose life is prolonged to the allotted term will see more wonders than any of his predecessors have seen, and if the world continues to progress as fast as it has been progressing during the past 70 years the opportunities will lie before him of a fortunate career. He will be in a larger sphere and under greater responsibilities, but the more that is required of him the stronger will be his power of achievement. Men always rise to the occasion. If any work is to be accomplished, somebody is sure to come forward and take it in hand. No matter how arduous the undertaking if it is within the scope of human prowess its completion will not be suffered to fail. It may be hindered, thwarted, misdirected, but in the end it will be successful. Rivalry is the powerful motor by which great enterprises are impelled, and the zeal with which men are competing with others for the foremost places in the domain of industry and of art makes the contest for superiority intensely exciting. Everybody wants to be in it; to stay out is to be lost sight of. And so year by year multitudes of new aspirants are entering the lists; the strife for position is increasing, and the results of the honourable emulation are exceedingly beneficial.

THE PESSIMISTIC VIEW.

(From the *Christian Union*, Dec. 23.)

Taking all in all, the lot of a boy thrown entirely upon his own resources in this city [New York] is little less than hopeless. Even if permitted to live at home, the boy who is forced to go upon the streets or into the factories before he has strength or education to do good work is probably doomed to remain an unskilled workman all his life. Every year manufacturing is carried on upon a larger and larger scale, and the division of labour is becoming greater and greater. As a result of this not only does the gulf between capitalist and labourer widen, but there widens with it a gulf between skilled labour and unskilled. The boy who goes into the factory and does not learn the business, cannot lay up capital. The time was when the boy who went in at the bottom could come out at the top. Is this possible in New York city to-day?

## Methods and Illustrations

### EXERCISES IN ENGLISH.

• COMBINE the elements in each number so as to form a single sentence:—

1. My quarters were in the town. It was an open quadrangular space. It was about eighty yards square. It was enclosed upon all sides. The exception was that it had a narrow entrance to the main street.
2. There was a poor little house of refreshment. It stood beside our spreading haw. A withered old woman came out of it. She refreshed us with clear spring water. She refreshed our guides and friends with some bitter berries of the mountain. Our guides and friends admitted these were unpleasant to the taste. They said they were very good for the blood.
3. An old white-headed Arab came to me. He was of my caravan. He came at this moment. He knelt down. He stroked my head. He used his dirty hands. He implored pardon for the offenders.
4. It was early in the morning. All the dogs of the village were collected together. A number of hunters came. They were from other villages. They had brought their dogs.
5. The palaver was settled. This was to the great joy of everybody. I must leave to hunt with the dogs. The people said this. Antelopes had been seen. They had been seen on the neighbouring plantations.
6. The party was ready. We set out for a plantation. This was not far from a river or creek. It ran near the village. Antelopes were quite plentiful there.
7. I came soon to a cluster of these mushroom-hived buildings. I felled one of these structures. I gave one blow of the axe. I found that the base of the pillar rested only slightly on the ground. It left a circular hollow foundation. In the middle is a ball of earth. This ball is full of cells. It enters the centre of the base of the pillar. These lower cells are eagerly defended by a multitude of the soldier class of ants. I supposed at first these ants to be moles. All were striving to bite the intruder with their pincer-like jaws.
8. She took from the counter all his dinner. This was composed of soup, potatoes, meat, and pudding. She piled it up dexterously in her two hands. She set it before him. She took his ticket.
9. I thought of my past work. I went all alone into the forest. I was tired of the noise of the people. I wanted to reflect seriously upon my future movements.
10. They were bent upon vengeance. They leaped on board their rafts. They tracked the alligator. It sometimes came up to breathe. It was then mangling its

victim's remains. They killed it. They gave loud shouts of exultation.

11. I recognized my old friend speak. He was about a hundred yards distant from me. I took off my cap. I gave a welcome "hurrah." I ran towards him. My heart was beating with joy.

12. We dined on the river-bank. It was a little before sunset. The mosquitoes began to persecute us. We crossed the river. We went to a sand bank. The sand bank was about three miles distant. Here we stretched ourselves around a large fire. We beguiled the time with conversation.

13. This good sportsman was a Prussian nobleman. He was accompanied by two European attendants. They amused themselves in various ways. They collected objects of natural history. They shot wild geese and antelopes in the neighbourhood.

14. The grave had been well cared for. The kind hands of missionaries had cared for it. It was protected by thorn bushes. These were laid around it. The mission has now fallen into unholy hands. I fear it will be neglected.

15. They drive a lance into a vein in the neck of the animal. They bleed the animal copiously. This operation is repeated about once a month.

16. The natives have a violent poison. It is the produce of the root of a tree. The root yields a resin. The resin is smeared upon the head of the arrow.

17. The pigment is made of a peculiar kind of clay. The clay is rich in oxide of iron. The people burn the oxide. They reduce it to powder. They form it into lumps. The lumps are like pieces of soap.

A. M. B.

### CHILDREN'S FIRST YEAR'S WORK.

IMAGINE before us a class of little people just entering upon a new experience,—their first year of school. The first day finds before us a class of twenty new pupils, all on the alert to see every movement of teacher and pupils. Now what shall we do? The first thing after forming our class is to get acquainted with the children, and we know of no better way to accomplish this than to hold a little "sociable"; talk freely with the children, and get them to do the same with you. Have the children feel at once that this is home to them.

Right here is also a good chance to introduce your name, if you do not want to be called "teacher" during your stay with them. We make this emphatic, for we find this error so prevalent in many of our schools. At the beginning of the year, while talking with our class, we ask how many knew our name. A number of hands raised. We called on several to tell us. The majority thought it *Teacher*; some did not know. Perseverance obviated this difficulty, and

"teacher" has become almost unknown in our schoolroom.

One recitation hour has closed. We send the class to their seats, giving them some busy work which we have previously prepared. In the afternoon we have another social talk in the form of language-work; for example, "Nonie, what did you see on your way to school?" What a benefit to us, as teachers, if we could all feel as Supt. Raab once said, that education means "to lose time, not to gain it."

A day of the new experience passed. The little ones, upon reaching home, are interrogated as to how much they have learned to *read* and *write*. Because of the fact that the children can do neither, we are set down in the minds of a few as not being competent to fill our place. However, we are not discouraged, for something has been gained for us that is worth more than the reading and writing. We will thus plod on, keeping in mind the thought that "true growth is slow growth."

The second day finds us entering more upon the realities of the schoolroom. We must start with a foundation well grounded. Let us note a few points in this foundation, First, we must gain attention; second do something; third, have class tell what was done; fourth, have class do the same; fifth, give name to what was done; sixth, class repeat name; seventh, practice and corrections.

The first recitation hour finds each member of the class supplied with a primer which the thoughtful parents have provided. Must we use these books? We say no. A book is not the first thing to be put into the child's hands. What the children need is a preparatory drill which will teach them to *see*, to *hear*, and to *speak* properly.

We must be supplied with numerous objects and pictures to correspond, so as to teach the children to distinguish between object and picture. After presenting the written word, a good deal of time must be spent in the study of it, as to the number of letters composing it, and the sounds of the letters. Action-words, corresponding to the name-words, should be given very soon. The slates should be ruled immediately, and words written on the board should be on ruled lines corresponding to those on the slates.

After a fair list of names and action-words can be recognized quickly, we would present the chart. The first half of the year should find the children started in the First Reader, and by the close of the year it should be nearly completed, if not quite. They should not only be able to read in the Reader, but should be able to do some sight-reading from other First Readers and from little papers, such as "Vale's Easy Lines." It

must be understood that the children can now write anything that they can read. Too much stress cannot be put upon the use of capitals and punctuation marks. The singular and plural forms of nouns, and the apostrophe, should have a due amount of attention.

For language-lessons, objects with which children are already familiar furnish abundant materials. Provide objects which will excite the interest of the class. Keep the object from sight until time to use it. Two or three talks on familiar objects may be followed by picture lessons on domestic animals, or a lesson or two on sounds made by different animals. We have found lessons in colour, on the human body, and also on leaves of different trees, to be very interesting.

In number-work great caution is needed not to advance too rapidly. For the first three or four months deal entirely with number until the children are thoroughly immersed in it. If this work is well done, the introduction of figures will be much more rapid. In introducing figures, insist, as far as you can, upon the making of good ones.

If we are able to teach all about number and figure through ten, we think we have accomplished a good year's work. A vast amount of practice is needed to secure correct and rapid work.

It is difficult to conceive of any human occupation in which a knowledge of drawing would not be beneficial. As a study it disciplines the mind; it leads the child to observe objects more closely, as to their size and shape; it also creates a love for the beautiful.

A love for drawing is a marked characteristic of almost every child. How often we see children spending their time with slate and pencil, and taking great delight in their rude pictures. While this is true, ought it not to be an incentive for the teacher to try to develop in her pupils a love for something better?

Should drawing be taught in the first year's work? Without doubt it should. Just how far this subject can be carried depends largely on the size of the school and the facilities for work. The children should be taught, at least, in form, such as the making of pictures from bits of coloured cardboard or coloured sticks. Clay-moulding is one of the most excellent means by which the idea of form can be developed in the child.

The children should be taught to use pencil and crayon readily. In all lessons where pictures occur the children should be encouraged to try to draw from them. To quite an extent drawing from objects can be carried out, also simple dictation exercises.

We have now tried to give a general outline for the first year's work. This cannot be accomplished without great diligence on

the part of the teacher. It must be "line upon line, precept upon precept; here a little and there a little."—*Isabella L. Grant, in The American Teacher.*

#### GENERAL LESSONS ON COMMON OBJECTS.

IN a previous article it was held that general lessons are not upon subjects distinct from the common branches; but that they were involved in the regular studies, and were, therefore, supplementary to them.

At this time it is the intention to speak of that kind of general lesson which has for its subject a *common object*.

The chief aim of these lessons is to *cultivate in the child the habit of accurate observation*. The importance of this habit, while admitted by almost all theoretically, is in many cases, practically not admitted. Accuracy in observation is the only sure basis for accuracy in the higher processes of thought. Of all the errors that arise in the affairs of life, the great majority arise from want of care and exactness in observing things that are quite noticeable.

An indirect aim of these lessons is a training to accuracy of expression both in language and drawing, for the tongue and the hand will both feel the influence of accuracy in thought. Everett says in his *Science of Thought* that *it is the nature of thought to express itself*. It is, consequently, the nature of accurate thought to express itself accurately. These lessons on common objects should excite a spirit of inquiry and experiment, and an intelligent interest in the production of the object, as well as a sympathy with the workers who produced it, or work with it. These lessons also form the true basis to the more systematic lessons on science; or if no systematic work is to be given on science, lessons on common objects constitute a very good substitute.

The mistakes of the inexperienced teacher in these lessons are, usually:—

1. An attempt to do too much in one lesson.
2. Too much of an effort to secure certain formal expressions, as, "Glass is hard, brittle, and transparent." The great aim of the lesson seems to be to lead the children to utter the sentence, and the effort is made in disregard of the thought expressed by Everett,—that, "thought tends to express itself." If this is true, when the children are unable to give any desired expression, the attention should be turned more strongly to the thought. This having been made clear, the expression, to a large degree, takes care of itself.
3. Too much attention to unimportant qualities, to the comparative neglect of essential qualities.
4. The selection of objects of which but few specimens can be obtained. It is desir-

able that each child should be supplied with a specimen, or that the object should be large enough to be seen by every member of the class, in order that *each pupil may examine and discriminate for himself*.

In a lesson on *coal* the apparatus would be, enough pieces of coal (partly wrapped in paper to allow of handling) to supply each member of the class.

*The first step* would be to lead the children to discover those qualities that may be obtained through *sight*. This would give points concerning its colour and the various forms in which it is found. By direct inspection its colour—*black*—could be obtained, and indirectly (by comparison with slate and coke), that it is usually *shining*. By comparison with cube, cylinder, and other regular forms the thought could be awakened that coal is *irregular* in form. This would, in addition to the training and the ideas gained, add to the child's vocabulary the words *black*, *shining*, and *irregular*.

*The next step* would be to test the object by the sense of *touch* and the *muscular sense*. Through these would come to the mind ideas of its *smoothness*, *hardness* and *brittleness*. With these ideas in mind the pupils could be led to classify other objects in respect to these qualities.

As a *third step*, certain qualities could be obtained through *experiment*, or by having them recall their experience as to how it burns when first put upon the fire, and how it burns after a little time has elapsed. In this way the distinction between the ideas expressed by *inflammable* and *combustible*, would be made clear, and they could determine whether coal is both. An exercise could then be taken in classifying such things as paper, gas, oil, coke, wood, by these ideas.

An object-lesson on coal is the basis to a series of oral language-lessons on the manufacture of coke and gas; use of coal; formation of coal; a coal mine; the equipments of the miner; the mines of his own neighbourhood; combustion, etc.—*Indiana School Journal*.

#### SHORT STORIES FOR REPRODUCTION.

##### NOTED PEOPLE IN DISGUISE.

(THESE sketches may be read and the members of the school allowed to guess the characters personated.) Afterwards the story should be reproduced in writing.

##### 1.

My father was a king, and very soon after I was born, I was declared the heir of his throne, though I was a girl and had an older sister. But my fortune changed when I was three years old; my father had my mother put to death, and a younger brother was made heir to the throne. I was given a good

(Continued on page 906.)



TORONTO:

THURSDAY, FEBRUARY 17, 1887.

## UNIVERSITY FEDERATION.

We publish this week a letter from Mr. R. W. Shannon, of Kingston, in which objections are taken to the position laid down in our editorial reference to the question of University Consolidation in our issue of January 6th. We would desire to refer to Mr. Shannon's position in general without going through all his statements—a course quite unnecessary, at any rate, to an understanding of our view upon the subject in the aspect which it at present assumes.

Our opinion is not founded upon any principle of "centralization," but rather upon the conviction that the question of University government in this Province ought to be dealt with apart from any considerations of particular local interests of any kind. We think that the great question our Government and Legislature have to consider is, Are we to have in the Province of Ontario a university which will afford our young men an education such as now too often they think it necessary to seek abroad? And we think it the duty of the Province, through its legislators, to see that such a university is maintained, if possible. The practical question, then, resolves itself into this: How is the attainment and maintenance of such a university possible?

We repeat that the scheme most in accord with public opinion has long been that of a strong union of our various educational forces, such as was some years ago proposed, and in the first negotiations for the accomplishment of which we understand Queen's was represented. At that time the position of Queen's upon the question was *not* known; and it was some time before her representatives withdrew from the conference and adopted the position now maintained by them. Victoria still adhered to the scheme, and is now practically part of a confederation scheme to which Government sanction only is yet required. Queen's recognizes this as a strong confederated institution, but claims that in any scheme of material Government support, she ought not to be ignored.

The University of Toronto was established as a State institution, and at the time of its establishment its endowment and equipment were equal to its needs.

It has outgrown its then condition, and has outgrown its endowment. If it is not furnished with the assistance necessary to the satisfactory accomplishment of its work under the altered circumstances, the objects of its foundation will not be achieved. It is now strengthened by a union with an institution which was not formerly recognized as having a claim to State recognition; and it has thus also strengthened its own position as a State institution, entitled to State support.

Our reason for maintaining that the first duty of our Government is to provide the Provincial University with an endowment commensurate with the university needs of the Province, is that we think its first duty is to consider whether such a university is not a necessity? We do not believe that Ontario can at present maintain two first-class universities. If it could, we should be glad to see Queen's the other. If it cannot, surely the Provincial University has a prior claim. We wish no injustice to Queen's; we only desire justice to Provincial education.

Supporters of Queen's are fond of citing Scotland as a precedent. The parallel is a false one. Scotland's lack of population was compensated for by a superiority in wealth. And it is not so much population as wealth that is necessary in the establishment and maintenance of a university system.

If we wished to attack Mr. Shannon's statements, in particularity, we might take issue with him upon the general standing of Queen's, not in the value of its work, but in its character as a denominational institution. The exponents of the claims of Queen's have told us repeatedly that it is not denominational. Either it is, or it is not. If it is not, we venture to say that much, if not most, of the money obtained towards its endowment has been obtained under false pretences. We know that in many parts of the Province the funds collected in past years from the Presbyterians who have so largely and generously contributed, have been given on the representation and understanding that the contribution was for the benefit of a Presbyterian institution; and the members of that church, particularly in the west, where no local interests govern, are surprised to know that it is now maintained that such was not, and is not, the case.

But our view is a broader one than any such as this. However valuable the work

of Queen's may be, denominational or otherwise, unless the Province can afford two first-class universities, it ought to be at least seen to that one is provided if possible. We still think that our position was a sound one, as it was implied in the two questions contained in the editorial to which Mr. Shannon refers. "Can Ontario support more than one first-class university? If not, is it not the duty of the Province to see that one is properly equipped?"

In the speech from the throne delivered at the opening of the present session of the new Provincial Parliament, the following significant paragraph appears:—

"For several years there has been much discussion as to the best means of promoting the higher education of the people, particularly in the department occupied by the universities of the Province; and it is gratifying to observe, that, notwithstanding some differences of opinion as to the methods of attaining this end, there is no such difference as to the duty of placing within the reach of every citizen, who may wish to avail himself of its facilities, a course of university education equal to that furnished by the best universities of Europe or the United States. A bill having this object in view will be laid before you."

This seems to promise that the whole question of university education in this Province is at last to receive due attention at the hands of those who have control of the provincial exchequer.

## REVIEWS AND NOTICES OF BOOKS.

*Presumption of Brains.* By A. P. Marble, Supt. of Schools, Worcester, Mass.

This is a reprint in pamphlet form of a paper read before the last meeting of the Massachusetts Teachers' Association. The gist of the essay will be understood from the following paragraphs taken from pp. 9, 10:—

"In these days most children are thought to be too feeble to go to school in a storm. Instead of the little red school-house on the hill, they have palaces of pressed brick, with furnaces, double windows, and polished desks; and when it rains the storm signal stops the school. We do not recognize the probability of physical hardihood; and we do too little to develop it.

"No more do we recognize intellectual vigour, —brains,—in the child; and many of the recent methods of teaching do not stimulate the growth of mental fibre. To begin with, the kindergarten is an attempt to systematize play, and by a species of legerdemain to get from play the discipline of work. But play, useful and necessary as it is, is spontaneous activity; and it ceases to be play when reduced to a system. The child

needs work, easy to be sure, but work. Is there not ground for the suspicion that a child, left alone to play with his father's boots for horses, a chair for a carriage, and a string for the lines, has developed greater mental activity and power in the exercise of a constructive imagination, than he would acquire in the same time in the kindergarten with the scientific teaching and the succession of 'gifts'?

"Next object teaching comes in and entertains the child through the senses; as if the senses were all-important, and the brain non-existent, or not to be disturbed. But the sense perceptions predominate in the child; his whole life before coming to school is made up of them. It is not these that need stimulating, so much as the mental activity to which they ought to lead. The objective method is good, even indispensable, in due proportion; but the tendency is to so emphasize it as to neglect the brain which most needs and has less of the training. Continued beyond the proper point, it clips the wings of the imagination and stunts the mental growth.

"When we come to reading, the methods are simplified to the last homeopathic dilution. The simplest word is illustrated by a picture of the most familiar object—a cat; and from this we advance by imperceptible gradations, interminably. This elementary process is good for a start; but it should be dropped very early—as soon as the child catches the notion of what reading is. There is a presumption that the child has brains, and that he can soon see through so simple a process."

PROF. T. W. HUNT will issue through A. C. Armstrong & Son, a treatise on "English Prose and Prose-Writers."

A PRIZE of \$25.00 is offered by Messrs. Cassell & Co., limited, to readers of "Cassell's Family Magazine" for the best practical paper on "The Domestic Service Difficulty in America, with suggestions for its solution.

D. C. HEATH & Co. announce for immediate publication "A Synopsis of the Nature and Effects of Alcohol and Narcotics," by L. H. Lutz, M.D., who in the course of twenty years' practice, has given a great deal of time and attention to this subject.

HARPER & BROS. have in preparation an "Introduction to Psychological Theory," by Borden P. Bowne, Professor of Philosophy in Boston University, and "Charles Reade: a Memoir," edited by the Rev. Compton Reade and Charles Lutton Reade, a work which will be looked forward to with great interest by all readers of good English novels.

PROF. G. STANLEY HALL, of Johns Hopkins, is to edit a new quarterly, *The American Journal of Psychology*, to be published by the University. Dr. Richard T. Ely, also of Johns Hopkins, calls attention to a history of "Coöperation in New England," to be published to-day by the American Economic Association, of which he is Secretary. It is written by Dr. Edward W. Bemis.

D. APPLETON & Co. publish a work on "The Geographical and Geological Distribution of Animals," by Prof. A. Heilprin, which forms vol. 57 of the *International Scientific Series*; "Creation or Evolution," a philosophical inquiry into the modern doctrine of animal evolution with special

reference to the theories of Darwin and Spencer, by George Ticknor Curtis; "The Poison Problem, or the Cause and Cure of Intemperance," by Dr. Felix L. Oswald.

A CORRESPONDENT who signs himself "A." writes thus to the *Critic*.—"I wish to enter a protest against your assertion that children at the present day cannot be got to read 'The Parents' Assistant,' and books of that type. If they do not read them, it is the fault of their parents, who demoralize them by providing them with the more sensational child's literature of the present day. My boy of seven has had as much enjoyment in Frank and the Rollo books as I had at his age; and if I have not read him 'The Parents' Assistant,' it is because I have not known where to find a copy."

MR. JOAQUIN MILLER has just appeared as the head of a department in the California magazine, the *Golden Era*. He says therein:—"These two things I shall try in an unobtrusive way to teach: The love of the beautiful world about us and the love of man. For all things are beautiful, and all men are good. The fault is so often in ourselves if we do not see the beauty and the good that it is best to accept both and believe both; best for all." Mr. Miller concludes his meditations with this bit of verse:—

"Aye, the world is a better world to-day!  
And a great good mother this earth of ours;  
Her white to-morrows are a white stairway  
To lead us up to the star-lit flowers—  
The spiral to-morrows that one by one  
We climb and we climb in the face of the sun.  
"Aye, the world is a braver world to-day!  
For many a hero will bear with wrong—  
Will laugh at wrong, will turn away;  
Will whistle it down the wind with a song—  
Will slay the wrong with his splendid scorn;  
The bravest hero that ever was born!"

FUNK & WAGNALLS announce for early publication the life of Rev. Geo. C. Haddock, who was murdered in Sioux City, Iowa, by a foreman of the largest brewery in the city, in consequence of his persistent and uncompromising enmity to the saloon power of the neighbourhood. He was a man of fine appearance, of warm heart and bright intellect, who used his great talents as a preacher in a determined fight to make the liquor men obey the laws of the State, and more than a score of these planned to get him out of their way. Ten of these guilty men are under arrest. This life has been written by his son, Frank C. Haddock, a promising young lawyer, and it is hoped the sale of the book will be of help to the murdered man's family, who need it sorely. Many of the murdered man's reasons and arguments are given by his son, and the book promises to be of great interest to all concerned in the temperance question, which is becoming one of the most important social problems of the hour.

JULIAN HAWTHORNE says of E. P. Roe's "He Fell in Love with His Wife":—"Mr. Roe, being a favourite with so many readers, must have a great deal of human nature in him—and a good sort of human nature, too. And the perusal of his latest novel confirms me in this belief. It is easy to understand why a great many people should like it; and it is difficult to understand why anybody should not. For, although it is not a distinctively literary performance—although the author evidently cared more what he should say

than how he should say it—yet, even on this side, there is no deficiency; merely as a piece of English composition it is a pure and sound piece of work. But this is the least important of its merits. The story, as a conception, is new and good, and it is worked out with a true feeling for art and proportion. The characters are types immediately recognizable; but they are also freshly conceived and treated, and are portrayed with a vigour and vivacity altogether exceptional; and this vivid impression is effected by legitimate dramatic means. The characters speak and act for themselves, and show us what they are; the author is at no pains to dissect them for us himself, and no such dissection is needed. But you feel that he cares about his story; that he believes it; that he tells it with ardour and interest; that he has been sorry, and glad, and amused, and indignant at what happens; and this sincerity of his, combined with narrative skill, captures and holds your own sympathies. You can trust yourself to this writer; he will not disappoint you; there is no sneer awaiting you at the end of the paragraph; you will be insulted by no fantastic juggleries, and depressed by no whimsical inconclusiveness. Mr. Roe patronizes neither his reader nor his characters; he respects both, and gives them what they have a right to expect."

OVER 25,000 sheets of "copy" are already prepared for the "Century Dictionary" and their preservation has been a serious problem. It is necessary to keep this large mass of manuscript in the printing-office for frequent consultation in regard to cross references and the like. But if the manuscript were destroyed the loss would have been irreparable, for death or other reasons might make it impossible to consult again some of the experts whose opinions were embodied. It was proposed to insure the "copy" for \$150,000, but the insurance money would not have replaced the loss. Finally photography was suggested, and the idea has been successfully carried out. Each sheet of "copy," which is of brown paper, is eight inches by twelve, and bears printed extracts with corrections, interlineations, and additions, as well as written paragraphs. Each has been photographed and reduced to a size measuring only one and three-quarter inches by two. All the words upon the positives of this size can be read with a magnifying glass, for every detail is, of course, accurately reproduced. The reduction is for convenience in storage and handling. The negatives are preserved, and the entire 25,000 would hardly more than fill a large bureau drawer. These negatives can be enlarged to any size which may be convenient. Should the manuscript now come to grief, these negatives would furnish a ready means of reproducing it in a very short time, and the cost for the whole 25,000 will not exceed \$300. The idea was suggested to Mr. Fraser by a remembrance of the photography and reduction of letters to be taken out of Paris by carrier pigeons during the siege; but this is believed to be the first time that book manuscript has been treated in this manner.—*N. Y. Tribune*.

BOOKS RECEIVED.

*The High School Drawing Course—Practical Geometry.* By Arthur J. Reading. Toronto: Grip Printing and Publishing Co. 1887. 34 pp. Price 20 cents.

(Continued from page 903.)

education, however. When I was only twelve years old I could read the Latin, French, Italian, Spanish, and Flemish languages; but I was particularly fond of history.

After my father's death my brother was made king, but he died in a short time and my older sister took the crown. We were not on good terms, and bad people stirred up strife between us. Some of them wanted me to be queen, and when my sister found this out she had me put in prison, and came near killing me. I had a very hard life for a few years, then my sister died and I was made queen.

There were enemies at home and abroad; people tried to take my throne from me, and put my cousin on it. I had her shut up so that could not be done. Then it was said that she and some others were planning to kill me. This made some of my subjects very angry, and they tried her for treason and had her put to death. I always had a very quick temper, and said and did many things that would not be considered lady-like now, but my reign was considered one of the most prosperous.

II.

I was born in Kentucky. My father was a poor farmer. I was very strong for my age, and used to help a great deal on the farm. I went to school only one year, but in that time I learned much and became very fond of reading. When I was sixteen, I began to run a ferry-boat across the Ohio, and three years afterward I made a trip to New Orleans. Once my brother and I, while running a valuable cargo down to New Orleans, on a flat-boat, got stuck on a dam, and the boat was in danger of going to pieces. I invented an apparatus for lifting it off the bar, and afterward obtained a patent for it.

When I was twenty, my father moved to Illinois cleared off fifteen acres of land, and built a log-cabin on it. I split all the rails for the fence round the clearing, and I never heard the last of it. I was known far and wide as a rail-splitter. I was always quite popular among the boys for my skill in wrestling and other sports, and as I grew older I became quite a famous stump-speaker. I used to relate funny stories, and frequently made these tell against my rivals. One of these rivals used to sneer at my poverty, but I always got the best of him. I was nominated by one party, and he by another, for a very high office, and I was elected. I was never unkind to any one; set at liberty more than a million of people; stood by my country to the close of a bloody strife, and almost immediately afterward received my death blow from the assassin's knife. My motto was: "Malice toward none, charity for all."—*Teacher's Institute.*

### READING LATIN AT SIGHT.

WITH classes that have gained a considerable mastery of the language, no trouble will probably be experienced; but with classes whose advance has not been far, whose knowledge is somewhat misty, and who have always been accustomed to work with a lexicon at their elbow, the matter assumes an entirely different aspect.

The aim of "reading-at-sight" is not for mere ornament, but to attain a discipline and pleasure in the study. It brings out and applies that which is already in the mind, and in addition strengthens nearly all the faculties. When attained, it produces a pleasure which is a stimulus to further effort.

Reading-at-sight does not imply a full understanding of the Latin vocabulary. It does, however, demand some knowledge of the common words, and a familiarity with the declensions, conjugations, etc., and some knowledge of the Latin sentence. "Sight-reading," in the words of Professor White, "does not mean the ability to take up the text of a work and read it off understandingly at once, as we might so much English. It means rather the power to read without a lexicon,—to read depending on one's self,—the rate not being a matter of essential importance, and necessarily varying with different persons, and with the same person at different stages of his study."

In general the following directions will aid the student:—

1. Read the sentence carefully through in Latin, noting the endings and important words, but not of necessity with an effort to translate. A repetition of the reading, if the first reading does not aid, may impart some slight or vague sense of the general idea intended to be conveyed.

2. Look carefully for the *leading verb*, which is usually in the indicative mood. When the leading verb is determined, find its *subject*. If the verb is transitive, find its *object*. The translation of the *subject*, *predicate*, and *object* will usually furnish the key to the sentence. The introductory words will often show whether the clause is dependent or independent, and so whether it contains the dependent or independent verb. Words like the *relative pronoun* "ut," and similar words, are usually to be found in the dependent clauses.

3. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the subject. Remember such modifiers may be any one of the following:—*Adjective, participle, noun in apposition, noun in genitive case, a relative clause, or a participial phrase.*

4. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the *predicate*. These may be any one of the following:—*Adverb, ablative case, a preposition with its noun, or an adverbial phrase.*

5. The *object* may be enlarged or limited in the same manner as the *subject*.

6. In all this work it is necessary carefully to observe the endings of the words, their position, connexion, and relation.

7. In determining the meanings of the words, start with the leading or common meaning, if possible. Its derived meanings, if required, will become plain with the unfolding of the sentence. With new words, or words that appear to be new, try to find their meaning by analysis, taking the stem or root, the prefix and suffix, and the force of each. Leave the words whose meanings cannot be ascertained in this manner until the last, when the context may reveal it.

8. When a sentence consists of a portion within the grasp of the student and of a portion beyond his power, go back to the beginning of the sentence and re-read. Do not fail to connect every sentence with those that have preceded it. This will often throw light on dark passages. Finally, in reading-at-sight polish, especially at first, cannot enter in as an element of translation, as in carefully prepared work, nor ought this to be expected; and yet, in a little time, the crude and uncouth transferrings of idioms ought to give way to translations, ready and reasonably accurate, and a progress at once inspiring and useful.—*From the New England Journal of Education.*

### THE TEXTBOOK METHOD OF TEACHING GEOGRAPHY.

THIS method includes nine-tenths of the poor teaching of geography. This slavish following of the text book now referred to was perhaps more common twenty-five years ago than to-day. There are still whole towns and states in the country where the textbook is used and followed both in precise order of subjects and in its entirety. Such a method makes it very easy for the teacher but very difficult for the children. The result which follows is, that most of the children learn to dislike this study more than any of the others. Such a result from such a way of teaching is highly complimentary to the children, and shows their good taste and correct reasoning powers.

Fortunately for the children the textbooks have greatly improved within the last ten years, and so they are taught so much the better, but methods of teaching geography have improved faster than the textbooks. These improved methods are taught in every normal school, and in some of the summer schools; so there is no excuse for the teachers, yet thousands of them are assigning lessons on the old plan, and reaping the old harvest of unsatisfactory results.

Not long ago we heard of a teacher in Massachusetts giving out to his graduating class, for a home lesson, three pages of the textbook, containing descriptions and map-

questions in reference to nine of the states about the great lakes. "To learn carefully the entire lesson," as required, necessitated the committing to memory of answers to 287 questions.

Some of these questions were, "Where is Kaskaskia situated?" "Kerweenaw Bay is a part of what lake?" Some of the statements were as follows: "Fond du Lac, Oshkosh, Racine, and Jonesville, are thriving towns." "Galesburg and Eau Clair are important places." Of what possible advantage or use would a knowledge of such facts be to a resident of New England? Was the teacher who heard the lesson recited the next day foolish enough to learn them? Of course not. Such extreme foolishness and such cruelty to children are not so very uncommon. Although believing strongly in the proper use of textbooks, yet when such cases come to our knowledge as the above we are almost persuaded that the German method of using only an atlas has the greatest advantages. At other times we consider the judicious use of a good textbook to be the better way.

Teachers, in following this textbook method, naturally fall into three prominent mistakes.—*Charles F. King, President National Saratoga School of Methods, in the American Teacher.*

#### PRONUNCIATION.

A WRITER in the *New England Journal of Education* gives the following directions for teaching people pronunciation:—

1. Insist on deliberate enunciation. Even in rapid class-work there can be no need for haste at the expense of correctness. The best work is that which is done with the greatest care, and slowly.

2. Do not reserve this work of correct enunciation for the reading lesson. This is too often the case, and as the reading is not sterner than once a day, and then only for a stated period of time, there is little gained in the way of proper sounding of the common words of our language.

3. Have a care for the colloquial words, the words of every-day conversation. The more pretentious words will probably secure for themselves their proper sounding, while the "whiles," "ands," terminals in "ing," etc., etc., will pass unnoticed.

4. Cultivate the habit of correct spelling, and take the time to correct all errors as they occur. If a scholar is reciting and pronounce a word incorrectly, immediately sound it and require its correct sound in return. The time it takes to do this is inappreciable, and the gain is much.

5. Have a daily exercise in pronouncing. Place several words on the blackboard each morning, to be looked up by the children and pronounced sometime during the day.

6. Finally, and above all, be correct yourself. Set an example of deliberateness and plain, clear enunciation of words that shall be worthy of emulation.

## Educational Intelligence.

### MCGILL COLLEGE.

At the quarterly meeting of the corporation of McGill University, a report was approved giving suggestions as to increasing the value of the Gilchrist scholarship, which is annually competed for in London by colonial students.

The following figures of the numbers of students were reported:—Faculty of Arts, 156 men and 78 women; in all, 234. This is exclusive of occasional students who belong to other faculties, and who would greatly increase the number. Universities which have no law and medical faculties of their own would report such as swelling the numbers of the Faculty of Arts. To these should be added Morrin College, 25, and St. Francis, 16, making a total of 275. The number of students in Applied Science is 57. The number of books in the library was 25,705, the principal donors during the year being Mr. Robert Muir, who gave a collection of tracts and pamphlets relating to the period of the American Revolution, Mr. Peter Redpath, whose collection had overflowed the allotted space and required increased accommodation, the McGill College Book Club, the Graduates' Society, Judge Mackay, the Principal, and Dr. Wickstead.

Progress had been made in the museum, which had required additional space for its collection of cetaceans, which was more complete than any in the country. There was a large donation from the Royal Botanic Gardens at Kew. Mr. Redpath had given his annual donation for the maintenance of the museum of \$1,000. The chemical laboratory was now the best appointed in the country, through the liberality of Mr. W. C. Macdonald, who had given Dr. Harrington *carte blanche*.

### THE OPENING OF WOODSTOCK COLLEGIATE INSTITUTE.

THE proceedings connected with the official opening of the new Collegiate Institute at Woodstock were elaborate. The building was decorated, addresses were presented to the Minister of Education, the school rooms were inspected by the Minister, and two crowded meetings were held, at each of which Mr. Ross made long and interesting speeches.

In place of giving a detailed description of the ceremonies (which were well and fully reported by the local papers) we append a few of the remarks made by Mr. Ross in his address at the evening meeting.

Speaking of the public schools, he said: "The question is what shall be taught to children between those ages [5 and 14] that

shall be of the most benefit to them? He would have a limited curriculum; limited as nearly to the three R's as was practicable and useful. Every child in the Province should be taught to read, and to read so intelligently that he may be able to appreciate the information contained in the lesson. Ninety per cent. of the value of reading consists in the reader having an intelligent perception of the ideas of the author. You will find numbers of young men wandering idly and aimlessly about your streets, although you have an excellent Mechanics' Institute where they might improve their time. Are we losing our taste for reading, or had the teacher who taught these young men neglected to inoculate them with a desire to pursue their reading after they left school? He referred to the great opportunities possessed by our young men of obtaining access to the great treasures of literature, and urged the necessity of everyone reading for himself and thinking for himself. The man who is able to sit down and think out a matter for himself is immeasurably a freer man than the one who is compelled to take his ideas second-handed. American children, he said, were better readers and more accurate speakers than our children. But it is part of our system to train every boy and girl to the accurate use of language; 1st, orally; and 2nd, by little composition exercises. We are here a speaking people, and are governed largely by public speaking. It is, therefore, desirable that we should train our young people to accurate habits of expression, for accurate habits of expression lead to accurate habits of thought."

On the subject of free higher education he said:—"It might be said that it is all right to tax for an elementary education, but if a child wants to go higher he shall pay for it. The State in taking charge of the education of the young assumes a paternal duty, and that duty must be discharged until the child is of age. Then, if it conduces to national life that every child should receive an elementary education, and it can be shown that higher education is a more powerful influence to the same end, are we not justified on that ground? But the high school is essentially the poor man's school. It affords an opportunity for children of workmen to receive an education that would otherwise be unable to receive one. It is not our duty to legislate for the rich. They can take care of themselves. It is the duty of the State to see that the poor man shall not lack the chance of improving his talents. We do not level down; we level up. Then, the standing of our public schools depends upon the character of the teachers in charge. And these teachers come from the high schools, so that to keep up the standard of our public schools we are compelled to keep up the standard of our high schools."

### HALTON TEACHERS' ASSOCIATION.

THE annual convention of Halton Teachers' held at Milton on the 27th and 28th ult., was well attended. The programme was more than usually interesting, and the discussions were entered into heartily by the teachers with profit and edification to all. Dr. McLellan, of Toronto, was present, and his lively and practical addresses were much enjoyed and highly appreciated. The officers for the current year were elected as follows:—President, Robt. Coates, Burlington; Vice-President, Henry Gray, Milton; Sec.-Treas., E. Harrison, Georgetown. Mr. Coates' election to the Presidency was unanimous.

MR. T. O'HAGAN, formerly of Chatham High School, is stumping North Bruce in the Liberal interest.

THE Gravenhurst School Board held their school meeting on the 1st of February, for transacting the business of the school. The chairman, Mr. J. E. Cliphsham, gave the members of the board an oyster supper.

AT the annual meeting for the election of school trustees at Georgetown, there were three electors present besides the returning officer, and at the election to fill a vacancy on Tuesday of this week, only two attended.—*Acton Free Press.*

MISS N. L. HART has been appointed teacher of the highest division in St. Helen's S. School, Toronto. Mrs. MacGillis, formerly of Peterborough, has charge of the 2nd division, and Miss Teresa Franklin has charge of the 3rd division.

THE first meeting of the New Mitchell High School Board—The action of the town trustees in putting Mr. Norris on as third teacher was approved of. An additional risk of \$2,000 was put on school building and furniture, making \$4,000 in all.

AT the recent meeting of the County Council Inspector Dearnness reported that the East Middlesex Teachers' Association had disbursed \$250 of its surplus funds by adding it to the municipal grant for the townships and villages in the Inspectorate.

AT the second meeting of the Watford Public School Board for the year 1887, it was moved by Mr. Fuller, seconded by Mr. Robinson, that Dr. Stanley and Mr. Livingstone be a committee to visit the schools sometime during the month of February, and report result of visit at March meeting—carried.

PUBLIC SCHOOL INSPECTOR MCKINNON has gone on a trip through the States. Peel County Council, at last session granted him four months' leave of absence. In a circular the Inspector states Mr. Fotheringham, Inspector for South York, and Mr. Adam Morton, of Brampton, will attend to his duties.

HER MAJESTY ordered one of Messrs. Stahl-schmidt & Co.'s "Office King Desks," one of which was on exhibition at Preston, at their office, before it was shipped to the Colonial Exhibition in Liverpool; and on her tour of inspection through the Exhibition paid special attention to the work of this firm.—*Preston Progress.*

AT the last meeting of the Hagersville School Board several questions of importance were discussed. The number of trustees was increased from three to six. The trustees have ordered the use of disinfectants in all the rooms, and every precaution is being taken to protect the scholars from the diphtheria scourge that is so prevalent in the country.

AT the last meeting of the Woodstock Public School Board, the School Improvement Committee were authorized to confer with Mr. Vanslyke in reference to filling the vacancy in room No. 12, caused by Miss Topping declining to accept the position, and if a suitable teacher be found in town the committee were instructed to engage her, and if not the secretary was to advertise.

THE Uxbridge School Board met recently to discuss two new plans of the proposed new high school, one from Mr. Post, of Whitby, the other from Edwards & Webster, Toronto. That of Mr. Post was favourably received, and the secretary instructed to write that gentleman, asking him to draw out plans and specifications in accordance with alterations suggested, so that the building can be erected within the specified sum of \$4,000.

AT the annual school meeting in S.S. No. 5, Verulam, a very unusual case occurred. The ratepayers were unable to elect a trustee, as no one would act as chairman. It was known that there was to be a contest, and parties were about equally divided. The Inspector being applied to for advice, recommended that a special meeting be called, and that a non-resident ratepayer be asked to act as chairman. He also suggested that Mr. W. B. Reid, of Bobcaygeon, as a suitable person. The result was that a special meeting was held on the 22nd ult., with Mr. W. B. Reid as chairman. Mr. John Foster was elected trustee.

THE first meeting of the Board of Trustees of the Galt Collegiate Institute for the year, was held on the 2nd inst. The board discussed the question of finishing the large upper room of the institute. The principal reported that the boys' hall, which is used as a hat and cloak room, was much crowded, and recommended that the Modern Language's Master teach in a part of the large room when finished, and that the west room be converted into a waiting room in view of the probable increase of pupils for 1888. The discussion was closed by a motion requesting the House and Grounds Committee to lay before the board at its next meeting a report giving the probable cost of finishing the vacant upper room in the institute.

A CASE of interest to School Boards came before Public School Inspector Dearnness recently. One of the Trustees of S.S. No. 6, West Nissouri, undertook to run the machine alone. All through 1886 he never called a meeting of the board, but did the whole business himself, even to the calling of the annual meeting. Complaint was made to the Inspector, and the matter came up on Saturday for investigation. The Inspector decided that everything that had been done throughout the year was illegal: ordered another annual meeting to be held, and it appears that if anyone chooses they can make the Trustee pay all moneys expended during the year out of his own pocket.—*St. Thomas Times.*

OWING to the prevalence of Diphtheria in the neighbourhood of the Balacava street school, St. Thomas, the Board of Education closed the school for a time, and also directed Medical Health Officer Tweedale to make an examination into the circumstances. The separate schools have also been closed. The diphtheria epidemic in the vicinity not having abated, it was decided to keep the school closed for another week at least. The trustees of Grace Methodist and St. John churches have been asked to close the Sabbath schools until the epidemic abates. The Board of Separate School Trustees have decided to close the Separate Schools until further notice. LATER.—Balacava street school re-opened on the 31st ult., as all trace of diphtheria in that district had disappeared.

THE Cannington Public School Board met at the school house on the 25th of January. It was moved by Mr. Clark, seconded by Mr. Samis, that in addition to opening and closing the school by reading of the Scriptures and prayer, that all the children able to repeat the Ten Commandments shall be required to do so at least once a week, and that the Secretary furnish the teachers in the different departments with a copy of this resolution—carried. It was moved by Mr. Dobson, seconded by Mr. Clark, that this board regrets that the different evangelical ministers of this village have not felt it to be their duty to visit this school more frequently—carried. Moved by Mr. Dobson seconded by Mr. Samis, that we regret that the report of the proceedings of this board have not been published in our local paper as fully as circumstances demand—carried.

FROM the last report of the principal of the Cobourg Collegiate Institute, we take the following: Under the new regulations for apportioning the legislative grant and grading schools, it was found necessary to add to our equipment by way of apparatus, map and library; and also to improve our premises. I am happy to be able to state that through the liberality of the citizens of Cobourg, and by school entertainments, we have been able to procure an excellent reference library, valued at about \$475, exceeding the amount specified as necessary for institutes. I present herewith a cc. of the catalogue of books for your inspection. The room set apart for our library has been tastefully fitted up and furnished, free of expense to the board; and I would respectfully suggest that, as in many places, the board might use this room for its regular business meetings. The apparatus is valued by the Inspector at \$200, leaving yet \$250 deficiency for first-class grading. The amount of fees collected in 1886 was, for institute proper, \$1,167; for preparatory, \$401; total, \$1,568. The year previous these sums were respectively, \$824.50; \$350; \$1,174.50. (I may add that the fees for this half year alone will reach nearly \$1,000.)

AT the first meeting of the new Guelph Board of Education, on motion of Messrs. Skinner and Peterson, a resolution was passed instructing that steps be taken to have Miss Clarke's School, and the other ward schools properly heated. Mr. George Mutton, chairman of the Management Committee, reported: In reference to the resolution passed at last meeting of the Board and

referred to the committee in reference to providing school accommodation for coloured children, a resolution was passed that Messrs. Fairbank and Bollert be a sub-committee to make all possible enquiries as to how many coloured children there are not attending schools, and all other information on the subject they can procure, and report to this committee at a subsequent meeting. The sub-committee had made enquiry, but are not prepared to report definitely till next meeting of the committee. The question of apportioning the Government grant to Training Institutes being referred to this committee, the committee recommend that it be divided as follows: W. Tytler, Principal, \$100; Jas. Davidson, \$75; J. Campbell, \$75; W. Nicoll, \$75; D. Young, \$75. Total, \$400. The report was adopted. Moved by Mr. Bollert, seconded by Mr. Stewart, that the Visiting Committees of the various wards in which the schools have been used for election purposes, visit said schools, and report to the Board at their next meeting their estimates of cost for cleaning up and repairing of damages, and that the chairman ascertain from the Sheriff if he has arranged for making an allowance for the use of the schools for the last election—carried.

AT the last meeting of the Toronto Public School Board, the following report of the School Management Committee was adopted without amendment: That the resignation of Miss L. V. McCausland, teacher in Wellesley School, be accepted; that Miss M. J. Warren, teacher in Brant Street School, be granted leave of absence for one month on account of illness in her family; that Miss A. McIntyre be promoted to the position of headmistress of Howard Street School; that Miss Amelia Sims be transferred to the junior fourth book class (boys), Wellesley School; that Miss S. Hagarty be transferred from the junior third book class, Jesse Ketchum School, to the corresponding class, Wellesley School; that Miss C. Malone be transferred from Park School to Jesse Ketchum School; that Mrs. J. N. Agnew be transferred from Winchester Street School to Park School: that the following appointments be made—Miss L. Wiggins, Dufferin School; Miss A. Underwood, Winchester Street School; Miss L. Sturrock, Phæbe Street School; Miss A. Mullin, John Street School; Miss K. Burt, Grove Avenue School; that the Committee on Sites and Buildings be requested to procure temporary school accommodation in the neighbourhood of Borden Street School, also in the neighbourhood of Park School, to relieve the overcrowding in the above-named schools; that Miss J. Pearse be appointed teacher for the class to be opened in the vicinity of Borden Street School; that Miss S. Phillip be appointed teacher for the class to be opened in the vicinity of Park School; that in the opinion of this committee, it is not desirable at present to recommend the appointment of a truant officer. The chairman presented to Mr. McMurrich the complimentary resolution passed last meeting, amid applause. The address was illuminated and framed. Mr. McMurrich's motion, that the School Management Committee consider the advisability of opening the schools in the morning during November, December, and January at 9:30 a.m., and dispensing with the quarter-hour morning recess, was carried.

## Correspondence.

### UNIVERSITY FEDERATION.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—Your issue of January 6th contained an article on "University Federation" which has only recently fallen under my notice, but on which I should like to offer some remarks.

One is encouraged by your introductory observation that "our system of education ought to be based upon fair and liberal principles, independently of individual interests" to hope that your view of the problem may agree with that taken by the authorities of Queen's University. The interpretation you put upon the above phraseology, however, shows that you incline towards a solution which others would consider neither "liberal" nor formed on grounds "independent of individual interests."

You say that governmental action has hitherto been blocked by a "doubt as to what was in reality the opinion and desire of the various Universities whose interest was to be consulted." The "opinion and desire" of Queen's were made known at least three years ago. The respect you are willing to pay to these is shown by your remark that "Queen's has announced her determination to live alone; and, until a change of opinion has taken place in her, she must be left out of any consideration by the Province of state recognition of university federation, and of the support which the Province can give to it." In other words, it is of no consequence what her opinion is, or what the desire of her friends and alumni is, she must submit to immolation on the altar of centralisation before she can expect "recognition." If this is the prevailing idea in Toronto, why did not the Government proceed years ago to grant the demands of Toronto University without pretending to be affected by an overpowering deference for the "opinion and desire" of any other institution?

You remark that the federation scheme "was at first most bitterly opposed by sectarian and local interests. Victoria, Queen's, and Trinity demanded the retention of their university powers and their local denominational existence." No doubt sectarian and local interests opposed this project as they would oppose any other. So far your assertion is correct. But as a description of the motives which animated the authorities of Queen's University in their hostility to the scheme, the above quotation is thoroughly untrue. That institution possesses a spirit of independence which is surely as meritorious in a university or college as in an individual. It has a right to fight for its liberty, and to demand just treatment at the hands of the state so long as its independent existence is not incompatible with the general welfare. The authorities of Queen's have

steadily rested their case on public grounds, and on these grounds I believe it to be unassailable.

The present agitation was inaugurated at a meeting of the friends of Toronto University at which Mr. R. E. Kingsford, stated that his alma mater required more money to enable her to out-distance rivals, who were gradually creeping up. In other words the parent of all subsequent agitation was envy and a determination to use public money in keeping other institutions in the background. What has Queen's University done, that the state should consent to such a policy? This much:—that while the sister institution is enjoying a state endowment of over a million dollars, Queen's subsists on resources contributed by ten thousand private individuals who had faith in her. She costs the province nothing. She has fought her way into the position of being one of the two or three respectable universities that we have. She has performed the great public service of imparting instruction in liberal studies to thousands of students from all parts of Ontario. You speak of the "duty of the province to maintain *its* university in a fit state of equipment." Do you mean to contend that the filial relationship to the province is constituted by the fact of having received gifts from the Government, and not by having done work for the people? Is it more blessed from the statesman's standpoint to receive than to give; or, are we to have the scripture in this instance fulfilled, so that, in educational matters, to him that hath shall be given, and from him that hath not shall be taken away even that which he hath?

Queen's University wishes to see every other institution of learning flourishing; it has no objection to their getting public money, provided the distribution of such money is not made an instrument of injustice. Injustice will be wrought, however, unless public aid is fairly proportioned between all well equipped universities. This Province, if Scotland be a standard of comparison, could well support not two but three or four first-class universities. It is desirable that independent life should be fostered in this as in every other sphere of social activity. It is dangerous to centralize and produce a dead uniformity. It is prudent to have at least one self-governing university, controlled by men whose lives are devoted to learning and not to politics. It would be generous and public-spirited to show some approbation of the conduct of those noble men and women who have put their hands in their own pockets and devoted their own means to the establishment and maintenance of a fountain of enlightenment. It would be unjust, and therefore unwise, to tax the friends of Queen's University in their capacity of ratepayers to provide funds wherewith to destroy the institution for which they have made personal sacrifices. It would be fair and patriotic to deal out to Queen's University the same liberal treatment as may be accorded to Toronto University. Yours truly,

KINGSTON.

R. W. SHANNON.

## Examination Papers.

### NORTH HASTINGS UNIFORM PROMOTION EXAMINA- TIONS.

DECEMBER, 1886.

#### ENTRANCE TO THIRD CLASS.

##### GEOGRAPHY.

1. NAME the river and lake nearest to your school-house. In what direction is each from you? Trace the course of the river, (say where it rises, through what townships, and in what direction it flows, and into what water it empties). What is the outlet of the lake?

2. The teacher will hang a map before the candidates and point to a gulf or bay, a strait, an isthmus, a chain of mountains, a peninsula and a coast. The pupils are then, simultaneously to write the names of the physical features pointed to. The map must be so placed that the pupils, while seeing distinctly the representation of the natural division, cannot see the names on the map.

3. What is a continent? On what continent do you live? What name do you give to a portion of land with mountains on both sides of it?

4. Draw a map of your school-room showing the teachers desk and the pupils' desks.

5. Name the chief manufactures of this county.

6. In a column write the names of the townships of Hastings, east of Marmora, Rawdon, and Sidney. Opposite to each, write the names of the rivers which pass through the township, and the names of its chief villages.

7. On what stream and railway is Frankford? Deseronto? Bridgewater? Stirling?

8. By what river or rivers is Rawdon drained? Elzevir? Huntington?

9. What large lake lies partly in Kennew county and partly in Bangor township?

10. What county lies south of Hastings? What isthmus connects it with Northumberland? What railway passes through this isthmus? What town is in its neighbourhood?

Deduct one mark for each error in spelling.

##### ARITHMETIC.

1. Add together nine thousand and five, one hundred and one thousand one hundred, sixty-seven thousand and forty, seven hundred thousand and sixty, forty-four, and divide the sum by 72 (by factors).

2. Multiply 6273042 by 90867.

3. A merchant bought 120 overcoats at \$15.58 each, he sold one-half of them for \$25 each, and the others in a lot for \$20. How much did he gain or lose?

4. If 17 pounds of tea cost \$10.57, what will be the cost of 68 pounds? Do this question without finding the price of one pound.

5. (a) In an acre of land there are 160 square rods, how many acres are in 17840 square rods?

(b) A pound of tea weighs 16 ounces; how many ounces are there in four chests, each containing 45 pounds?

6. A fruit dealer buys 242 dozen oranges at 13 cents a dozen; 104 oranges are spoiled, he sells the others at the rate of 14 for 25 cents. Does he gain or lose, and how much?

7. How many pounds of pork at 9 cents a pound can be exchanged for 28 pounds of cheese at 12½ cents a pound, and 12 dozen of eggs at 8 cents a dozen?

8. A farmer sold 36486 pecks of apples at 75 cents a bushel; how much did he get for them? A bushel contains four pecks.

9. What is the difference between one million and 999009? Prove the accuracy of your work.

Count 100 marks a full paper.

## AND

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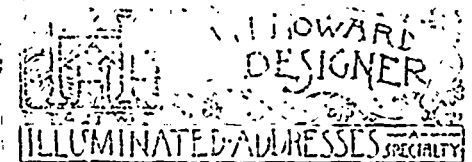
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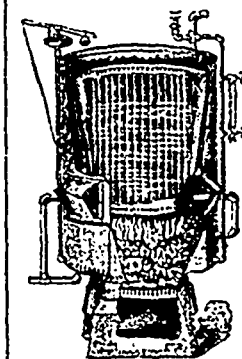
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